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ABSTRACT

The National Association of Independent Schools (NAIS) School Heads Advisory Committee has compiled this guide as a selected, annotated listing of professional organizations, leadership programs, and publications that have been found valuable by school heads in thinking about and carrying out their leadership roles. Each entry in the first two sections (professional organizations and leadership programs) includes the name, address, and phone number of the organization or program, a brief description thereof, and the name of a contact person. The third section is an annotated bibliography of publications. The committee intends to revise the guide annually. (TE)

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NAIS NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS
18 Tremont Street, Boston, Massachusetts 02108 (617) 723-6900

GUIDE TO PROFESSIONAL RESOURCES FOR SCHOOL HEADS

Fall 1984

The NAIS School Heads Advisory Committee has compiled this Guide as a selected, annotated listing of professional organizations, leadership programs and publications which have been found valuable by school heads in thinking about and carrying out their leadership roles. The committee intends to revise the Guide annually. Suggestions for additional entries are encouraged.

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PROFESSIONAL ORGANIZATIONS:

American Educational Research Association (AERA)
1230 Seventeenth Street, N.W.
Washington, D.C. 20036
(202) 223-1485
William J. Russell, Executive Director

Professional organization of benefit to individuals actively pursuing educational research. Membership enables one to take advantage of discounts on many AERA programs and publications, including Educational Researcher, Educational Evaluation and Policy Evaluation, American Educational Research Journal, Journal of Educational Statistics, Review of Educational Research. The Associates for Research on Private Education (ARPE), a special interest group of AERA, operate under the leadership of Donald A. Erickson, and publish Private School Monitor which tracks periodical literature and research bearing on non-public education.

EA 017 941

Council for Advancement and Support of Education (CASE)
11 Dupont Circle, Suite 400
Washington, D.C. 20036
(202) 328-5954
Linda Humphrey, Assoc. Vice President, Independent Schools

CASE offers independent schools a special fee schedule and services in the areas of fund raising, alumni relations, public relations and publications. Special services include an Annual Support of Independent Schools Conference (cosponsored with NAIS) a Summer Institute on Independent School Advancement, and publications such as the Handbook for Development Officers at Independent Schools and the CASE Independent Schools Newsletter.

Council for Basic Education (CBE)
725 15th St., N.W.
Washington, D.C. 20005
(202) 347-4171
A. Graham Down, Executive Director

Founded: 1956. Membership includes school teachers and administrators, university professors and interested laymen, under the leadership of a national board of directors and an executive staff. The monthly journal Basic Education ($20/yr.) is published and occasional papers are issued. The primary purpose is to strengthen basic subjects in American schools. Activities focus on alerting the public and the teaching profession to issues in basic education, supplying them with specific means for working in their communities to improve the curriculum of the schools (including publications, consultation and networking).

Council for Religion in Independent Schools (CRIS)
Box 780
Nyack, N.Y. 20960
(914) 358-4900
Barbara E. Jones, Director

Founded: 1887. Members 300. Independent schools not publicly financed; some are denominationally connected, but services and activities are open to all interested schools, religiously affiliated or not. Serves schools with grades five through twelve, providing a professional organization for teachers of religion and ethics. Assists independent schools in the religious and moral aspects of their programs. Provides conferences for faculty and administrators.

The Country Day School Headmasters' Association of United States (CDSHA)
Saint Paul Academy and Summit School
1712 Randolph Avenue
St. Paul, Minn. 55105
(612) 698-2451
William E. Harris, Secretary

Founded: 1912. Members: 80 -- invitational. Heads of independent day schools in which not more than 30 percent of students board. Annual convention held each year.

Elementary School Heads Association (ESHA)
The Potomac School
Box 430
Mc Lean, Va. 22101
(703) 356-4101
G. David Hardman, Jr., Secretary

Members: 200. Membership restricted to NAIS member schools, grades three through nine, whose head or principal reports directly to the board of trustees. Maintains association with the International Association of Private Schools in England, the European counterpart. Annual conference and meeting held in October of each year.

Headmasters Association
Wilton Public Schools
Box 277
Wilton, Conn. 06897
(203) 762-3381
Dr. David F. Clune, Secretary

Founded: 1893. Members: 100 -- invitational. Professional society of heads of independent schools and principals of public secondary schools. Convention and Annual Meeting held in February of each year.

The Head Mistresses Association of the East (HMAE)
400 West End Avenue
New York, N.Y. 10024
(212) 874-0127
Margot Goodwin, Executive Secretary

Founded: 1911. Professional organization of principals of both girls and coeducational schools in the New England states and states on the Atlantic Seabord from Florida to Maine. Admitted men in 1952 and accepted statement of professional standards. Annual Meeting held in November of each year.

National Association of Elementary School Principals (NAESP)
1920 Association Drive
Reston, Va. 22091
(703) 620-6100
Dr. Samuel G. Sava, Executive Director

Founded: 1921. Members: 26,000. Professional association of principals engaged in administration and supervision of schools with elementary grades, including teaching principals, assistant or vice principals and supervising principals; persons engaged in educational research and in the professional education of elementary school administrators. To improve elementary education by improving the quality of leadership among elementary school principals. Annual convention held each year. Publishes Principal (5 times during the school year).

National Association of Independent Schools (NAIS)
18 Tremont Street
Boston, Ma. 02108
(617) 723-6900
John C. Esty, Jr., President

Founded: 1962. Membership: 1000 tax-exempt, non-profit schools which subscribe to nondiscriminatory policies, are approved by recognized evaluation processes, maintain fiscal independence, and are governed by boards of trustees, directors or advisors. The purpose of the association is to serve and to strengthen independent schools of the United States and affiliated schools around the world by helping them maintain high quality and standards, preserve their independence to serve effectively the free society from which that independence derives, and provide access to students through the principles of diversity, choice and opportunity. The association's activities include: acting as advocate for independent education; developing and disseminating infomation of value in the operation of schools; promoting the professional growth of teachers, administrators, and other school leaders; supporting and coordinating the activities of regional member associations; and providing leadership in matters of educational practice and democratic principle.

National Association of Principals of Schools for Girls (NAPSG)
Rte. 3, Box 149 D
Hendersonville, N.C. 28739
(704) 693-8248
Nancy E. Kussrow, Executive Director

Founded: 1920. Members: 500. Professional organization of principals and deans of private secondary and elementary schools for girls and of coeducational schools; retired heads; college admission officers. Investigates problems bearing upon organization, administration and functioning of private education for girls. Annual convention held in February or March.

National Association of Secondary School Principals (NASSP)
1904 Association Drive
Reston, Va. 22091
(703) 860-0200
Scott D. Thomson, Executive Director

Founded: 1916. Members: 34,000. Provides services to secondary school principals and assistant principals; other persons engaged in secondary school administration and/or supervision; college professors teaching courses in secondary education. Sponsors National Association of Student Councils, National Honor Society, National Junior Honor Society. Annual convention held February of each year. Publishes NASSP Bulletin monthly.

LEADERSHIP PROGRAMS FOR HEADS

American Management Association (AMA)

Executive Effectiveness Course -- offered regularly in selected locations around the country. Participants take two sequential 5-day units, separated by periods of 2-6 months. Program is highly regarded, described as "an interpersonal communications course to help you see yourself as others see you and make the most of working relationships."

Program Director: Nina Weber
AMA Headquarters
135 West 50th Street
New York, N.Y. 10020
Telephone Contact: Registrar
(518) 891-0065 Cost: $3400 (approx.)

The Aspen Institute

Executive Seminar -- A two-week program offered several times between June and October at locations in Aspen and Baca, Colorado. The course has been described as invaluable by five independent school heads who have participated on partial fellowships during recent years. It is a unique opportunity to engage in intensive reading, discussions and interchange with chief executives from other fields. Full cost for tuition, room and board is $4,000. Families are encourged to attend the Baca Seminars, at additonal cost. In order to be eligible for fellowships, NAIS member school heads should contact John Bachman, Vice President at NAIS, (617) 723-6900. The Aspen Institute offers addtional, special theme programs. For further inforamtion about these, or for regular non-fellowship application to the Executive Seminar, contact Dan Newman, Aspen Institute for Humanistic Studies, Box 222, Queenstown, MD 21658, (301) 827-7168.

/I/D/E/A/ Fellows Program for School Administrators

Cosponsored by the Institute for Development of Educational Activities, Inc. and the Kettering Foundation, the I/D/E/A/ program was initiated in 1966 for the purpose of keeping educators abreast of educational change. Each year a new major theme provides the focus for the week-long program, offered in July. Superintendents, principals, central office and state department of education, professors and teachers, and school board members attend. Several sites are used around the country. Applications must be completed in early February.

Contact: /I/D/E/A/ Fellows Program
5335 Far Hills Avenue Cost: $410 - $445
Dayton, Oh. 45429
(513) 434-7300

National Association of Independent Schools (NAIS)

Advanced Administrative Seminar -- Designed for experienced school administrators, this symposium introduces research and related concepts developed by the business and university communities that are pertinent to independent school management. Major presentations by experts provide perspectives on solving problems shared by all administrators. They concentrate on the following themes: diagnosing and dealing with developmental variations in children; managing nonprofit institutions; defining the strengths of an institution and articulating them to specific constituencies; assessing changing behavior and trends in American society today.

Schools are encouraged to send a team of key managers to the seminar, as interaction among different types of schools and administrators provides insights on overall independent school management.

Program Director:
James M. McManus
Head
Mayfield Senior School, Calif.

1985 Dates and Location:

July 14-18, Rensselaerville, Rensselaerville, N.Y.

Staff Liaison: Marjo Talbott
Director of Admission Services, NAIS
(617) 723-6900

Cost: $750 (members)

Workshop for New Heads -- Participants include both newly appointed heads and those with one year's experience. The major objective is to clarify and develop the effectiveness of the head's individual leadership style. Under the guidance of the program director and codirector, who are experienced heads, and a specialist in organizational dynamics, the program focuses on: skills and perceptions required for leading groups; supervision and delegation; perception of the head by the school community: appropriate timing (for example, when to introduce or push for a new idea of change, when it will or will not succeed); the identification of one's own personal strengths and weaknesses as a leader; demands on the head's energy and time; developing a healthy framework for balancing the many requirements of the position.

Additionally, the workshop focuses on the structure of the school, organization and management of departments and divisions, appropriate administrative and policy initiatives by the head, board organization, and technical advice on specific areas of concern to individual participants. The role of the head as an agent of change is implicit throughout the program. A valuable continuing benefit of the workshop is the development of a mutual support network of school heads.

Workshop for New Heads (con't)

Program Director: Stephen R. Davenport, Jr.
Head
The Athenian School, Calif.
(415) 837-5375

1985 Dates and Location:
July 9-17,
Dana Hall School
Wellesley, Ma.

Staff Liaison: John E. Bachman
Vice President, NAIS
(617) 723-6900

Cost: $1550 (members)

Institute for Administrative Leadership (IAL) -- The IAL offers experienced heads an opportunity for intensive reflection and review, rejuvenation, and inspiration. University specialists and experienced independent school consultants comprise the faculty. The teaching format includes lectures, small-group discussions, and sophisticated case studies developed exclusively for use in the IAL. The course is organized under three major content headings: Educational Issues; Personal Skills and Governance; Financial Management.

Program Director: Christopher Berrisford
Head
Harvard School, Calif.
(213) 980-6692

1985 Dates and Location:

June 23 - July 3, MIT Campus, Cambridge, Ma.

Staff Liaison: John Bachman
Vice President, NAIS
(617) 723-6900

Cost: $2400 (members)

Long-Range Planning and Policy Development Workshop -- Based upon the study of "Long Range Planning for Independent Schools," published by NAIS's Commission on Educational Issues in 1978 and subsequently field-tested by member schools, this workshop teaches the process to school heads and board chair (or chair of the school's long-range planning committee). The process has been used successfully by more than one hundred NAIS schools. It is cosponsored periodically by NAIS and regional, state or local associations of independent schools.

Program Director: Susan C. Stone
Past Chair, Board of Trustees
Holland Hall School, Ok.
(918) 583-5046

Staff Liaison: The Rev. Gregory Floyd
Director of Administrative Services, NAIS
(617) 723-6900

Cost varies

National Association of Secondary School Principals (NASSP)

Some of the offerings during 1985 which appear to hold particular interest for independent school heads include:

"Management Effectiveness: Maximizing Time on Task," January 13-16, Keystone, Co. Fee: $135 (nonmember $160).

"Microcomputer Hardware/Software Information for School Administrators," February 24-26, Atlanta, Ga. Fee: $115 (nonmember $140).

"Effective Leadership for Institutional Improvement," March 7-9, Houston, Tx. Fee: $115 (nonmember $140).

"Administrative Team Building," April 28-30, Washington, D.C. Fee: $115 (nonmember $140).

For more information and a complete listing of NASSP institutes and conferences contact:

L. Anne Smith Gray, Ph.D.
Director of Professional Development, NASSP
1904 Association Drive
Reston, Va. 22091
(703) 860-0200

National Association of Elementary School Principals (NAESP)

NAESP sponsors an NAESP National Fellows Program each summer for a selected group of 200 participants. Applications must be submitted by the first of the calendar year.

Contact: NAESP Foundation
National Fellows Program
1920 Association Drive
Reston, Va. 22091
(703) 860-0200

The Principals' Center of Harvard Graduate School of Education

Founded in 1981, during the school year the Center offers a wide range of presentations, workshops and seminars on topical concerns and issues of abiding interest to educational practicioners. These programs have elicited a growing response by public and private school educators in the New England area. The Principals' Center Summer Institute, started in 1983, is a ten-day course aimed primarily at the public school principal's role, but with applicablity for heads and division heads of independent schools. The 1984 program was titled: "The Principal and School Improvement."

The Principals' Center (con't)

Contact: Roland S. Barth, Director
The Principals' Center
339 (D) Gutman Library
Cambridge, Ma. 02138
(617) 495-1825

Cost: $120 for membership in The Principals' Center; $1100 (excludes room and board) for the Summer Institute

The Principals' Institute, Center for the Advanced Study of Educational Leadership, Peabody College of Vanderbilt University

Now in the third year, this intensive 2-week summer program focuses on what is known from research and experienced practitioners regarding the role of principals in creating effective schools. Taught jointly by Dr. Kent Peterson, an expert on the organizational role of effective principals, and organizational cultures, plus invited guest experts, the program has been described as "grueling," "intensive," "demanding," and "very practical" by its participants, who also design a "school improvement project" to implement "back home." Graduates from across the nation have included prospective, new and experienced principals, as well as heads and division heads. Independent school heads who have attended have rated the institute very highly.

Contact: Kent Peterson
Division of Educational Leadership, Box 514
George Peabody College for Teachers
Vanderbilt University
Nashville, Tenn. 37302
(800) 251-2609

Cost: $850 (excludes room and board)

Yale University School of Organization and Management

Leadership and Decision-Making in Organizations -- This course, taught by Professor Victor Vroom, has been attended by three NAIS school heads in recent years and offers outstanding insight into leadership style, as well as the opportunity to develop advanced management skills with corporate leaders.

Contact: Dianne Cesaroni
Yale School of Organization
and Management
Box 1A
New Haven, Conn. 06520
(203) 436-0808

1985 Dates and Location:
January 9-12
May 12-15
New Haven

Cost: $1100

PUBLICATIONS

Books:

Adler, Mortimer J. (on behalf of the members of the Paideia Group). The Paideia Proposal: An Educational Manifesto. New York: Macmillan, 1982 (See also Adler's Paideia Problems and Possibilities. New York: Macmillan, 1983.).

A call for radical reform in the nation's public schools, the Paideia Proposal advocates the requirement of a basic program of general and liberal study for all students and attention to three kinds of teaching and learning: (1) the acquisition of information and knowledge; (2) the development of intellectual skills; (3) the enlarging of understanding. It stresses the crucial role of the teacher in the educational process and of the educational process in a democratic society. To the degree that our schools are college preparatory, they are "one track" and thus Adler's first dictum is irrelevant. However a consideration of the suggested pedagogy and the central role of the teacher are useful in evaluating one's own school.

Arons, Stephen. Compelling Belief: The Culture of American Schooling New York: McGraw Hill, 1983.

Arons holds that American schools stifle dissent, erode and suppress intellectual freedom, despite the fact that they are intended to serve as the bulwark of American democracy. He asserts that those least able to resist the pressures of majority politics are the poor, the working class and ethnic minorities. We must restructure public education if freedom of belief and expression are to survive. This work will provoke independent school heads to re-examine the "outreach" and accessibility of their schools.

Bok, Derek. Beyond the Ivory Tower: Social Responsibilities of the Modern University. Cambridge: Harvard University Press, 1983.

Derek Bok discusses how the university should respond to social issues through academic "channels." Beginning with the traditional values of academic freedom, institutional autonomy, and political neutrality, he proceeds to consider how the universities' desire for autonomy can be reconciled with the legitimate demands of state and society. While schools are not faced with political questions to the same degree as colleges, we do sometimes face such questions and to that degree, this is a useful and provocative book.

Boyartzis, Richard E. The Competent Manager. New York: John Wiley and Sons, 1982.

Boyartzis distinguishes competency from expertise. Competency to do a job relates to attributes of a person, the skills a person has to perform a function. Competency at one job does not necessarily imply competency at the next level up. How to recognize competencies and match them to functional needs is a major task of successful management design.

Boyer, Ernest L. High School: A Report on Secondary Education in America. New York: Harper and Row, 1983.

Boyer sets forth a critical analysis of American secondary schools. This book (based on far-reaching field studies) is both descriptive and prescriptive in its look at schools, including program, teachers, administration, and the structure of the learning process. The author stresses the central role of teachers and advocates connections beyond the school. Helpful in putting independent schools into the context of secondary schools nation wide and of interest in its anecdotal approach.

Carnegie Corporation of America. Education and Educational Progress: Toward a National Education Policy. New York: Carnegie Corporation of America, 1982.

Argues that national leadership must be exercised for a sustained period in order to forge a linkage between education and economic progress in the interest of improving both technological and global education-related areas, as well as in the classical liberal arts. Those groups of people underrepresented in technical and scientific fields must be trained to gain access. The Federal initiative is essential due to the magnitude of the problem.

Coleman, James, Thomas Hoffer and Sally Kilgore. Public and Private Schools: An Analysis of High School and Beyond -- A National Longitudinal Study For the 1980's. Washington, D.C.: National Center for Education Statistics, 1981.

Survey of major findings, followed by detailed analyses and reports under the following major headings: Size and Geographic Distribution of Public and Private Secondary Schools; Student Composition of Public and Private Schools; School Resources; Functioning of Public and Private Schools; Outcomes of Education; Factors Affecting Cognitive Achievement in High Schools.

College Board EQuity Project. Academic Preparation for College: What Students Need to Know and Be Able To Do. New York: The College Board, 1983.

States that college admission has moved to within reach of the majority of high school students, yet many cannot take advantage of the opportunity due to inadequate preparation. The study identifies the essential subjects and competencies which should be the major focus of pre-collegiate preparation, with curriculum redirected toward a verifiable demonstration of learning outcomes. The aim here is to foster access to and adequacy in higher education through adequate preparation.

Coons, John E. and Stephen D. Sugarman. Education by Choice: The Case for Family Control. Berkeley: University of California Press, 1978.

A persuasive argument that returning choice of schooling decisions to the family is in the best interests of children and of a democratic, equitable society which values personal autonomy for all citizens. A variety of implementation models are explained. The book and its authors have provided the firmest philosophical basis for voucher system proposals.

Cremin, Lawrence A. American Education. Vol. I, The Colonial Experience, 1607-1783. New York: Harper and Row, 1970. Vol. II, The National Experience, 1783-1876. New York: Harper and Row, 1980.

In this comprehensive historical and reference work Cremin gives nonpublic schools their due as formative influences in the emergence and development of American schooling. It is a magnificently written study, projected to be completed during the current decade. Meanwhile Cremin's The Transformation of the School: Progressivism in American Education, 1876-1957 (New York: Random House, 1964) fills in much of the gap.

Deal, Terrence E. and Alan A. Kennedy. Corporate Cultures: The Rites and Rituals of Corporate Life. Reading, Ma.: Addison-Wesley, 1983.

Using examples from America's most successful companies the authors argue that the strength of its "culture" may influence the greatness of a corporation more than its technical (rational) efficiency. Successfully managing the elements of its culture (rituals, slogans, heroes, and values) is a goal advocated for corporate executives by the authors, and they describe explicit guidelines for how to do just that. Many applications for school heads, since schools all have "cultures" as well.

Dewey, John. Dewey on Education -- Selections. Edited with an introduction by Martin S. Dworkin. New York: Teachers College of Columbia University, 1959.

Whether John Dewey's work had a positive or negative effect on education will probably be disputed for some time to come, but there is no doubt that his impact and that of his followers must be reckoned with. This short book contains "some of Dewey's clearest and most characteristic statements on education."

Driscoll, Eileen. The Selection and Appointment of School Heads. Boston: NAIS, 1981.

Practical advice and sound perspectives for aspiring school heads or those contemplating a change, as well as for boards of trustees and selection committees in schools undergoing a change of head.

Elkind, David. The Hurried Child: Growing Up Too Fast Too Soon. Reading, Ma.: Addison Wesley, 1983.

The author discusses the stresses of childhood in today's world. He describes the many pressures on children to behave in an adult way. These pressures come from parents, the media, and schools. School leaders constantly make decisions which bear on the amount and kinds of pressures exerted on students by the school's programs and faculty, and in that regard this is a provocative book.

Fisher, Roge and William Ury. Getting to Yes: Negotiating Agreement Without Giving In. New York: Penguin Books, 1983.

A concise, step-by-step strategy for coming to mutually acceptable agreements in every sort of conflict as determined through extensive research and field-testing by the Harvard Negotiation Project. Highly applicable to many schooling situations.

Gardner, Howard. Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books, 1983.

A lucid, engaging reflection of the Project on Human Potential at Harvard, this study posits six human intelligences -- linguistic, musical, logical-mathematical, spatial, bodily kinesthetic, and personal. Describing, exemplifying, distinguishing and interrelating the intelligences, the author discusses their chronological and sequential development in the human being and in the educational context.

Gilligan, Carol. In a Different Voice: Psychological Theory and Women's Development. Cambridge: Harvard University Press, 1982.

Interviews designed to elicit people's conceptions of their own identity and morality provide the material on which the author bases her study. Ms. Gilligan proposes/posits that there are two distinct ways of thinking of oneself in relation to the world, two modes of moral decision-making and that these two modes are related to gender.

Goodlad, John I. A Place Called School: Prospects for the Future. New York: McGraw-Hill, 1984.

A detailed prescription for the reform of the nation's schools, based on a comprehensive study of a diverse population of elementary, middle and high schools. The author sets forth goals for schools and describes how these goals can be achieved in teaching and learning communities. Aspects such as "the curriculum, school-community relations, the quality of teaching, time spent by the students on a task and the methods of instruction" are considered.

Gould, Stephen Jay. The Mismeasure of Man. New York: W. W. Norton and Co., 1981.

The author attacks the notion of "intelligence" as defined by one number (the IQ score) and presents his theory on why this method of measuring mental ability is seriously flawed. His presentation is chronological, telling of the development of IQ measurements, and critical in its analysis of pertinent data. A provocative compelling book which calls into question our reliance on testing, the IQ test in particular and aptitude testing in general.

Grove, Andrew S. High Output Management. New York: Random House, 1983.

A major voice from a technical industry speaks convincingly about how human organizations work. "What can managers do to increase the output of their teams? ... what specifically should they be doing during the day when a virtually limitless number of possibile tasks calls for their attention?" Grove says the answer lies in "managerial leverage, ... the art of management lies in the capacity to select from the many activities of seemingly comparable significance the one two or three that provide leverage and concentrate on them."

Harvard Business Review. Paths Toward Personal Progress: Leaders Are Made, Not Born. Boston: Harvard Business Review, 1983.

A compilation of some of the best articles on leadership that appeared in the Harvard Business Review, 1956-78 -- truly an outstanding collection with much that applies to educational leadership and the head's role in particular.

Heath, Douglas. Humanizing Schools: New Directions, New Decisions. New York: Hayden Book Co., 1967.

A "blueprint" for a community-centered school, in which teachers and students "participate freely in each others' lives." Based on interviews and research on adolescents, the author advocates that schools should cultivate a wider range of skills in young people, "skills of being" which will serve them well as mature people. While some might consider this book outdated, inronically its message may be even more compelling in the achievement and success-oriented 80's than it was in the late 60's.

Highet, Gilbert. The Art of Teaching. New York: Vintage Books, 1958.

A classic -- inspirational and written with the sort of wise generalizability that transcends time -- still well-worth placing in the hands of every brand new teacher about to enter the classroom for the first time.

Holt, John. How Children Learn. New York: Delacorte Press, 1983.

One of the basic "Holt books," this is a good starting point for the author's unorthodox, often irreverent views of the schooling context and the essentials of learning.

Illich, Ivan. Deschooling Society. New York: Harper and Row, 1970.

The revolutionary document that first declared schools are obsolete, and education of children must be carried forth in other ways.

Jackson, Philip W. Life in Classrooms. Chicago: University of Chicago Press, 1968.

By now a classic on what goes on "between the morning bell and dismissal." From close observations and recordings of "the daily grind," "students" feelings about school" and "teachers' views," Jackson discusses the actual involvement of students in the learning-teaching process as presented in schools, with startling conclusions. This is "must" reading for anyone wishing to confront the use of time, space and human energy in the schooling context.

Jervis, Kathe, Ed. Reunion, Reaffirmation and Resurgence: Notes and Keynotes from the Miquon Conference on Progressive Education. Miquon, Pa.: The Miquon School, 1983.

Fifteen schools, all of which were affiliated with the progressive ecucation movement prior to 1940, joined in the planning and presentation of the conference activities (addresses, conferences and workshops), which are presented and summarized here.

Johnson, Eric W. Evaluating the Performance of Trustees and School Heads. Boston: NAIS, 1983.

An updated work that captures the best practices in use by independent schools today -- including "Do's and Don't's," examples and forms, and a sound argument as to why evaluation matters in the practice of good school leadership.

_____. Teaching School: Points Picked Up. Boston: NAIS, 1979.

"A book for anyone who is teaching, wants to teach, or knows a teacher," this is a practical guide, filled with many good suggestions for the novice as well as the master. Johnson is well qualified to write on the teaching craft in general and its application in independent schools. Twenty-five chapters present excellent advice on issues ranging from classroom conduct to levels of mastery, planning, study skills and homework, testing and evaluation, critiquing student work, and peer evaluation among teachers. Very useful.

_____. The Trustee Handbook. Boston: NAIS, 1984.

Currently in its fifth, revised edition, this manual outlines good practices that characterize the best in the conduct of independent school trusteeship. Chapters treat board composition, responsibilities and functions, committees, board/head relations, and a section on what makes good and bad trustees. Every independent school head and trustee should be intimately familiar with the contents.

Kraushaar, Otto F. American Nonpublic Schools: Patterns of Diversity. Baltimore: The Johns Hopkins University Press, 1972.

Although already somewhat dated by fast-paced developments of the past 15 years, this remains the best single authoritative survey and sets an accurate framework for contemporary issues and the interplay of public and nonpublic schooling in America -- including major headings on Private Schools in Historical Perspective, The World of the Private School, and Private Schools and the Public Interest.

_____. Private Schools: From the Puritans to the Present. Bloomington, Ind.: The Phi Delta Kappa Educational Foundation, 1976.

This brief work, commissioned for the bicentennial year, updates the longer survey to some extent and concisely covers the basics.

Lightfoot, Sara Lawrence. The Good High School: Portraits of Character and Culture. New York: Basic Books, 1983.

This study of six schools (two inner city urban, two surbaban, two "elite"-- St. Paul's School and Milton Academy). In the author's words, "the portraits move from the inside out, search out unspoken (often unrecognized) institutional and interpersonal conflicts, listen for minority voices and deviant views, and seek to capture the essences, rather than the visible symbols, of school life." Among the themes of "goodness" revealed in these schools are "leadership...fueled by partnerships and alliances with intimate, trusted associates," teachers who possess "the opportunity for autonomous expression," and students who "feel visible and accountable." The depictions of those who fill the leadership positions in these schools should be required reading for all school heads.

Littleford, John and Valerie Lee. Faculty Salary Systems in Independent Schools. Boston: NAIS, 1983.

This pioneering study is based on fieldwork in nine schools with relatively high paying salary systems. The authors consider philosophic differences and implementation approaches along several thematic lines: description of structure (high - low); performance pay; compensation for non-teaching responsibilities; decision-making process; teaching as a career; resources to support salaries.

Naisbitt, John. Megatrends: Ten New Directions Transforming Our Lives. New York: Warner Books, 1982.

The author posits and describes ten general trends in American society gleaned from a systematic analysis of the content of newspapers. The trends include shifts from an industrial society to an informational society, centralization to decentralization, and representational democracy to participatory democracy. Somewhat glib, but useful as a mind opener in preparation for planning.

Napier, Rodney, and Matti Gershenfeld. Making Groups Work. Boston: Houghton Mifflin, 1983.

Co-authored by the principal instructor of NAIS' Workshop for New Heads, this book extends the theories and practical suggestions for meeting design and other issues presented and developed in the workshop.

National Commission on Excellence in Education. A Nation at Risk: The Imperative for Educational Reform. Washington: United States Department of Education, 1983.

A rising tide of mediocrity in schooling threatens America's future as our curricula have been diluted and standards have fallen at every level. As antidotes recommendations are offered regarding curriculum distribution requirements -- the "new basics," measurable standards for precollegiate and higher education, extending the time spent in school, raising the standards and rewards for entry and promotion in teaching, and the accountability of school leadership, based upon public support for and expectations of quality schooling in America.

Peters, Thomas J. and Robert H. Waterman. In Search of Excellence: Lessons from America's Best-Run Companies. New York: Harper and Row, 1982.

The authors chronicle the successes of America's most successful big corporations and theorize that what makes them so successful is a combination of characteristics such as a bias for action, close attention to and high expectations of people, an obsession with quality and receptivity to entrepreneurship and innovation. Their belief is that these qualities are even more crucial than the technical/rational aspects of corporate management. They set out to prove their theory by citing examples from the nation's best corporations. School heads may feel that they have been doing these things all along.

Postman, Neill. The Disappearance of Childhood. New York: Delacorte Press, 1982.

Postman suggests that contemporary technology has dramatically changed the nature of childhood from how it has been defined ever since the years immediately following the advent of print. He focuses on the relationship of technology and education and the implications for contemporary schooling and society.

Ravitch, Diane. The Troubled Crusade: American Education, 1945-1980. New York: Basic Books, 1983.

A general history of American public education since World War II. The author writes about issues central to the development of education in those years: equality, quality, and academic freedom (the conflicts inherent in their coexistence) and the trends and policies they have spawned. All are addressed in an historical framework, which successfully relates schools to the society in general. That framework and that relationship are important concepts for heads to consider. The book is a very interesting and accessible document and thus a pleasant vehicle for gaining understanding of those concepts.

Rutter, Michael et al.. Fifteen Thousand Hours: Secondary Schools and Their Effects on Children. Cambridge, Ma.: Harvard University Press, 1979.

Studying public secondary schools in London, Rutter and his associates found that school "ethos" (climate or style) accounted for fluctuations in student behavior and achievement. "Ethos" favoring higher achievement included high expectations and standards, large measures of student responsibility, carefully maintained classrooms, positive reinforcement for good behavior, consistently articulated school values, and the careful matching of work levels to student needs and potential. This work is an important point of departure for school leaders wishing to scrutinize school climate.

Saalfield, Albrecht. A Legal Primer for Independent Schools. Boston: NAIS, 1983.

A desk reference on legal issues that will equip staff members, administrators and trustees to understand better and face squarely legal implications of their functional roles in the school. Appendices contain a glossary of legal terms and an index to NAIS legislative memoranda as issued during the past two decades.

Sarason, Seymour B. The Culture of the School and the Problem of Change. Boston: Allyn and Bacon, 1982.

Difficult reading in spots, yet a compelling analysis of the "regularities" that constrain and shape much of teaching and educational leadership. A selective reading (chapters 1-3, 6, 8-10, 13-14) is suggested as an effective step in confronting those regularities. Sarason's Schooling in America: Scapegoat and Salvation (New York: Free Press, 1983) is also recommended.

Sizer, Theodore. Horace's Compromise: The Dilemma of the American High School. Boston: Houghton Mifflin Company, 1984.

Sizer's bias is that, of all the "consequential characteristics" schools may contain, "without good teachers, sensibly deployed, schooling is barely worth the effort." Horace's (read teachers') compromise arises from constraints upon the sensible deployment of teachers. This is the first report of the NAIS/NASSP - sponsored project, A Study of American High Schools. Based upon visits to over 80 schools during 1981-82, Sizer describes the constraing dynamics at work among students and teachers, factors that inhibit the programs and structures of American high schools. He concludes with "five imperatives for better schools."

Task Force on Education for Economic Growth, Education Commission of the States. Action for Excellence. Denver: Education Commission of the States, 1983.

Global economic competition requires the teaching of new skills for economic competence. Businesses and schools should link up to define and support curricula based upon education and economic growth. A call for states' allocation of new resources to schools, including rewards for teaching and requirements regarding the "productivity" and "outcomes" of schools and the learning experiences that yield them. Schools should identify and motivate the gifted, and eliminate "soft" courses.

Twentieth Century Fund -- Task Force on Federal Elementary and Secondary Education Policy. Making the Grade: A Report of the Task Force. New York: Twentieth Century Fund, 1983.

Recognizes that the majority of the population must now have the skills and background once requisite for only a few. This will require a major improvement in the equality of classroom instruction. Local and state governments must do the job, goaded and supported by a strong federal presence that funds special needs (eg. master teacher concept, English proficiency, scientific literacy, special education, data collection, individualized instruction for those who need it).

Whitehead, Alfred North. The Aims of Education. New York: Macmillan Company, 1967.

Perhaps the most succinct, inspirational, deceptively simple statement of the philosopher's views of the purposes of schooling, what curriculum should include and exclude.

Wilson, Zebulon Vance. They Took Their Stand: The Integration of Southern Private Schools. Atlanta: The Mid-South Association of Independent Schools, 1983.

A description and celebration of the successful efforts at racial integration by the one-hundred member schools of the Mid-South Association of Independent Schools from 1979-83. During this period, assisted by a major grant from the Lyndhurst Foundation, these schools increased their black student enrollment by 39%. According to the author, this accomplishment was possible "because schools became willing to take initiatives and blacks were willing to share the risks with them. What has been accomplished is an affirmation of what is possible ... it also makes clear that what has been done so far is not enough."

Zajchowski, Richard A. et al. The Expanding School Environment: A Response by the Independent School Commentary Panel to Recent Studies of Secondary Education. Boston: NAIS, 1976.

Six independent school heads comment on the education reform movement of the 1970's -- the rereading of which is a provocative companion to the current national reports on American education and their implications for independent schools.

Periodicals:*

American Educational Research Association (see publications listed on p. 1).

American Journal of Education. Quarterly. The University of Chicago Press, Journals Division, Box 37005, Chicago, Il. 60637. $20.00.

One of the major university-based educational journals in America, focusing on significant research and applied concerns of education.

Basic Education. (see Council for Basic Education, p. 2).

CAPE Outlook. Monthly, Sept - June. Council for American Private Education, 1625 Eye Street, N.W., Washington, D.C. 20006. $8.00.

Reports updated developments in all branches of the federal government that affect private education, as well al related activities and positions of the Council for American Private Education, a coalition of 15 national organizations serving private schools (K-12), including NAIS. Also provides brief reports and analyses of selected national educational issues.

The Chronicle of Higher Education. Weekly, March - September. P.O. Box 1955, Marion, Oh., 43305. $40.00.

Reports national, state and local developments in and affecting higher education. Includes news analysis, reports on research, book reviews, commentary and extensive classifieds -- the best single resource for what's happening in higher education.

Daedalus. Quarterly. Subscription Department, 1440 Main Street, Waltham, Ma. 02254. $24.00.

The Journal of the American Academy of Arts and Sciences -- Daedalus focuses on isses of American intellectual life and reflects a special concern for the relationship of the academy to the social context (example: Summer 1983 edition, "The Arts and Humanities in America's Schools").

Education Digest. Monthly. Prakken Publications, Inc., 416 Longshore Drive, P.O. Box 8623, Ann Arbor, Mich. 48107. $15.00.

Digests articles from educational periodicals (scholarly and general literature) and other sources on education. Includes "Education Briefs," "New Educational Materials," and "With Education in Washington" sections.

Education Times. Weekly (except last 2 weeks in August and last 2 weeks in December). Education Information Services, Inc., Editorial and Subscription Office, P.O. Box 1961, Alexandria, Va. 22314. $60.00.

"The national newspaper serving education leaders," this weekly prints a selection of substantive news articles, commentary and research reports in a brief, 8-page format.

Educational Leadership. Monthly, September - May. Association for Supervison and Curriculum Development, 225 N. Washington Street, Alexandria, Va. 22314. $18.00

Intended primarily for leaders in elementary and secondary education, anyone interested in curriculum, supervision and leadership in schools. An excellent resource regarding current and emerging curricular issues, although the context in which these are considered is largely the public school.

Education Week. Weekly during the school year. P.O. Box 1939, Marion, Oh., 43305. $39.94.

The most comprehensive, updated source for national, state and local news related to pre-collegiate education, public and private. Includes school news, analysis and commentary, calendars of educational events, book notices, and "The Marketplace" for employment advertisements. Periodic features compile state and regional data on nationally significant issues.

Harvard Education Review. Quarterly. Harvard University Business Office, Longfellow Hall, 13 Appian Way, Cambridge, Ma. 02138. $26.00

A journal of opinion and research in the field of education edited by Harvard University graduate students, HER includes articles, book reviews and commentary. Occasional single issue, special editions present a spectrum of perspective on a single topic.

Ideas and Perspectives. Monthly. Independent School Management, P.O. Box 3897, Wilmington, Del., 19807. $66.00.

"A digest of effective practice and creative solutions for administrators and trustees who strive for efficient school operation ... intended to stimulate, reinforce and challenge," I.& P. offers reliable management and policy suggtestions, data analysis, legal advice and opinion.

Independent School. Quarterly. National Association of Independent Schools, 18 Tremont Street, Boston, Ma. 02108. $12 for member schools; $14.50 for nonmember schools.

An open forum for exchange of information about elementary and secondary education in general and independent education in particular. Includes articles, "Perspectives," book reviews, classifieds, and the "NAIS Reporter" -- a potpourri of information about NAIS and significant events of general interest from NAIS member schools.

NASSP Bulletin. (see National Association of Secondary School Principals, p. 4).

New York Times Education Survey. Published four times/year (typically in the second or third Sunday in August, November, January and April editions of the New York Times).

Useful articles featuring contemporary educational issues, trends in schools and consumers' concerns.

Phi Delta Kappan. Monthly, September - June. Phi Delta Kappa, Inc., Eighth & Union, Box 789, Bloomington, Ind. 47402. $20.00.

Publishes articles concerned with educational research, service, and leadership. Issues, trends and policy are emphasized. Includes Washington report and book reviews. An important journal for emerging issues of national significance and related research reports.

Principal (see National Association of Elementary School Principals, p.3).

Private School Monitor. Quarterly. Institute for the Study of Private Schools, 1015 Gayley Avenue, # 1150, Los Angeles, Calif. 90024. $10.00.

PSM is designed to keep readers informed of the current scholarly English-language literature directly relevant to private (non-governmental) elementary and secondary schools. It is published on behalf of Associates for Research on Private Education (ARPE). A genuine research network under the directorship of Donald Erickson, contributing editors, including independent school practicioners, scan sources to find relevant writings which are subsequently abstracted for inclusion.

*Fees must be regarded as approximate (usually "individual subscription" rates) and subject to change.

Articles and Occasional Papers:**

Atkin, J. Myron. "Who Will Teach in High School?" Daedalus, Vol. 110, No. 3 (Summer 1981), pp. 91-103.

Bachman, John E. "Educational Leadership in Independent Schools: Defining the Role of the School Head." The Principals' Center Newsletter (Harvard Graduate School of Education), Vol. 1, No. 3 (Spring 1982), pp. 4-5.

Coleman, Daniel. "The New Competency Tests: Matching the Right People with the Right Jobs." Psychology Today. Vol. 15 (January 1981), pp. 34-46 (UMI).

Dandridge, William L. "Recruiting Minority Teachers for Independent Schools." Independent School, December 1978, pp. 8-11 (UMI).

deLone, R. H., and S. T. "John Dewey Is Alive and Well in New England." Saturday Review, November 21, 1970, p. 83 (UMI).

Esty, John C. Jr. "'A Nation at Risk' Applies to Independent Schools Too." Independent School, Vol. 43, No. 1 (October 1983), pp. 25-26 (UMI).

_____. "What Are Independent Schools?" NAIS Annual Report, 1980-81, pp. 5-6 (NAIS, free).

Gilligan, Carol. "New Maps of Development: New Visions of Maturity." American Journal of Orthopsychiatry. Vol. 52, No. 2 (April 1982), pp. 199-112 (UMI).

Jackson, Philip W. "Secondary Schooling For the Privileged Few: A Report On a Visit To a New England Boarding School." Daedalus, Vol. 110, No. 4 (Fall 1981), pp. 117-30.

Kagan, Jerome. "The Moral Function of the School." Daedalus, Vol. 110, No. 3 (Summer 1981), pp. 151-65.

Levine, Sarah. "A Developing Perspective on School Leadership." Principal, Vol. 63, No. 2 (November 1983), pp. 23-28 (UMI).

Martin, Charles Canon. "The Education of a Headmaster." Independent School, May 1977, pp. 7-9 (UMI).

McClelland, David C., and David H. Burnham. "Power is the Great Motivator." Harvard Business Review, Vol. 54, No. 2 (March - April, 1976), pp. 100-110 (UMI).

McKinley, Rowland P. "No Time for Dinosaurs." Independent School, December 1983, pp. 15-18 (UMI).

McLaughlin, Milbrey. "How the Board Can Promote Faculty Effectiveness." Trustee Topics (NAIS publication), No. 2 (January 1984) (NAIS, members $5.00, nonmembers $7.50).

Minnich, Elizabeth Kamarck. "Half the Human Race: An Ethical View." Independent School, December 1982, pp. 11-16 (UMI).

Oates, William A. "Independent Schools: Landscapes and Learnings." Daedalus, Vol. 110, No. 4 (Fall 1981), pp. 1-16.

Potter, Cary. "Thoughts for a New School Head." Independent School, October 1976, pp. 9-11 (UMI).

Read, Thomas. "Research on School Effectiveness." Trustee Topics (NAIS publication). No. 1 (April 1983) (NAIS, members $5.00, nonmembers $7.50).

Schauffler, Manvel. "The Travels and Travails of a Headmaster." Independent School, October 1977, pp. 33-35 (UMI).

Sizer, Theodore R. "A Review and Comment On the National Reports" (pamphlet). Reston, Va.: NASSP, 1983. Also appears as "A Time of Renewal," Independent School, Vol. 43, No. 3 (Feb. 1984), pp. 13-19, 54-58) (UMI).

Stockdale, James. "The School Head: A Profile." Boston: NAIS, 1979 (NAIS, free).

Webb, Sherri. "Minority Student Recruitment." Independent School, February 1983, pp. 27-35 (UMI).

** Where to obtain these articles and occasional papers -- Entries followed by (UMI) may be obtained by writing or calling University Microfilms International, 300 North Zeeb, Ann Arbor, Michigan 48106. Tel: 1-800-521-3044. Entries followed by (NAIS, price) are available from the Publications Department at NAIS. Other entries may be obtained by contacting the publishers directly, most of whose addresses are included elsewhere in this guide.